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CAREER PLANNING
for young adults

WORKSHOP MANUAL

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ADVANCED EDUCATION AND
CAREER DEVELOPMENT

This workshop was developed for the Youth Employment Services Centre of Edmonton. It was intended to meet the career planning needs of the Centre's clients aged 15 - 24 years. The workshop is run on two consecutive days for approximately 6 hours per day. The format works best with 8 - 16 willing participants.

The activities in this manual are intended as suggestions. Activities may need to be revised or adapted to meet the needs of your client group.

Included in this package are suggestions for accompanying flipcharts to provide visual aids tot he workshop content. It is recommended that the flipcharts be colourful and creative.

The following supplies/equipment are needed for this workshop:

- *pencils*
- *scrap paper*
- *'fun-tak' or tape*
- *flipchart markers*
- *2 flipchart stands (one with blank paper and one with prepared flipcharts)*
- *photocopier (for participants to copy occupational information)*

The following resources are also recommended:

- *CCDO Volume 1 and Guide (or NOC books)*
- *Holland Code books*
- *Career Library (or access to one)*
- *sufficient copies of participant workbooks*
- *Decision Decks (Values and Skills)* *available from your local Career*
- *Future Beat comic book* *Development Centre*
- *Career Decision Making System*
  (published by Psycan, Toronto; phone 1-800-263-3558)

INTRODUCTION

OBJECTIVES:

- introduce facilitator and agency
- review 'housekeeping'

METHOD:

1. Display flipchart #1.

2. Welcome the participants to the workshop

3. Introduce yourself and the agency. Provide information regarding the agency's services.

4. Review the housekeeping issues such as:
   - dates and times of workshop,
   - parking,
   - breaks,
   - lunch times and places to go,
   - smoking areas,
   - washrooms, and
   - public telephones.

GROUP INTRODUCTIONS

OBJECTIVES:

- introduce the participants to each other and to the facilitator
- solicit participants' expectations
- provide facilitator's expectations

METHOD:

1. Display flipchart #2. Hand out scrap paper.

2. Have the participants pair up with somebody. Inform them that they will have to get some information from their partner and then introduce him/her to the rest of the group.

3. Referring to the flipchart, have the partners get the following information from each other:

   - first name;
   - describe either the best or the worst job you've ever had;
   - something the partners have in common (NOTE: they will have to identify two things - one for each introduction); and
   - two specific expectations of the workshop.

   Allow sufficient time to let the partners get the required information.

4. Have the participants introduce their partners. As the expectations are identified, record them on a flipchart paper.

5. Hand out 'name tents' and felt markers. Have the participants write their names on both sides of the tents and place them in front of them.

6. Hang up the participants' expectations on a wall. Tell the participants that you will be addressing their expectations in a moment.

7. Display flipchart #3. Review the expectations listed and add any others you deem appropriate.

   Expectations:
   Participation - *This is a workshop, not a classroom. My role is to provide some structure and information. It is the participants who do all the work! The more you participate, the more you will get out of the workshop.*

Patience - *We will be doing a lot of individual and group exercises. Everybody works at different paces. If you are finished your exercises before everyone else, please be patient and do something else while you are waiting such as reading a brochure or talking to another participant. Remember, you are not in a classroom — talking is highly encouraged.*

Time Conscious - *You will be given ample time for coffee breaks and lunch so please try to make it back on time. Being late may mean that you are holding up the workshop or, worse yet, you may miss out on something really exciting!*

Honesty - *Honesty applies in a couple of ways. First, be honest with me, the facilitator. If you are having difficulty in the workshop or you find that it is not meeting your needs, please tell me. There is probably something we can do to better assist you. Second, be honest with yourself. The activities you will be doing will be much more successful if you give yourself the time to be honest about your needs and wants.*

Respect - *Over the next two days, you will be working quite closely with everybody in the group. Be assured that you will not be asked to share your deepest and darkest secrets. However, you will be sharing information about yourself with regards to career planning. Because you are all so unique, you may not be able to understand or relate to some other participant's ideas, thoughts or feelings. Please respect their values and beliefs.*

Fun - *Despite all of these 'rules', I expect that we will have some fun as well.*

8. Ask the participants if they require any further explanation of the expectations.

WORKSHOP OVERVIEW

OBJECTIVES:

- review the structure and content of the workshop
- address the participants' expectations

METHOD:

1. Display flipchart #4. Refer to workbook #1.

2. Inform the participants of the structure, content and philosophy of the workshop.

   Over the next two days you are going to be doing a lot of work. Today you are going to do many activities, both individually and in groups, that will allow you to explore yourself. You will be examining your skills - what you can do; your values - what is important to you; your personality - what makes you you; and your interests - what you like to do. This information about you is vital if you want to make career choices that 'fit'. By the end of today, you will have a completed 'Personal Profile'.

   Tomorrow morning you will be exploring the world of work. You will have a chance to start researching occupations that you are interested in. By the end of tomorrow morning, you should have a fairly good start on at least one 'Occupational Profile'. In the afternoon, you will be looking at some of the trends that affect careers and career planning. You will also find out how to use the information from your personal profile and occupational profile to make some career decisions. The last half of the afternoon will be spent learning skills in decision making, goal setting and action planning.

   The purpose of this workshop is to allow you the opportunity to really start exploring yourself and the world of work. Chances are great that you will not get any definite answers at the end of the two days. As a matter of fact, it is my hope that you will not make an occupational decision by the end. Instead, it is the intention of this workshop that you become more aware of yourself and the world of work. Part of that awareness is to try to keep your options open until you must absolutely make a specific decision. Try not to get bogged down in finding that perfect occupation. Use this workshop to explore all of your options and try to keep those options open.

   You will be learning career planning skills that will be useful throughout your life. Now that you know what's going to be happening for the next while, let's go back to your expectations and see if this workshop will meet your needs.

3. Refer back to flipchart with the participants' expectations. Review each one and acknowledge those that will be met and reevaluate those that won't. For example, if there was an expectation to "find the occupation that I am best suited for", explain that this probably won't happen. Instead, by the end of the workshop, that person will hopefully be at the point of exploring many occupations or fields that he/she may find satisfying. Also, if participants identify that they want to learn how to write a resume or want to know about funding available for school, let them know that this workshop will not be covering those areas. Instead, tell them where they can get the information/help. Or, if there is time in the workshop and the expertise is available, provide them with the information/help they require.

4. Ask the participants if they have any questions or concerns regarding the workshop structure, content or philosophy.

JOB, OCCUPATION, CAREER

OBJECTIVE:

- define the terms job, occupation and career

METHOD:

1. Put the headings Job, Occupation and Career on the wall.

2. Hand out the cards to the participants until they are all gone. Also provide them with tape or 'fun tak'.

3. Have the participants put their cards under the headings they think are correct in order to classify them as a job, occupation or career.

4. On a blank flipchart, write the three headings (job, occupation, career). Ask the participants for their definitions of each. Write their responses under the appropriate heading on the flipchart. Do not provide feedback on their answers. Just write down what they say.

5. After the participants have defined the terms, go over to the wall and place the cards under their correct headings. Tell them that the cards are now under the appropriate headings. There should be no cards under the heading of "career."

6. Display flipchart #5. Discuss the actual definition of each term. Have the participants write down the definition of each term as well as examples on workbook #2.

7. Conclude the exercise with the following summary.

   So, contrary to popular belief, you all have careers. Everything you do at work and at play is part of your career. The terms are constantly used incorrectly and that is why we have this belief that jobs are things we don't like and careers are what we aspire to. In this workshop, the main focus is on occupations, however, in order to determine suitable occupations, you are going to have to look at all parts of your life. This includes your leisure activities, educational pursuits and lifestyle goals.

   Now you are familiar with the terms job, occupation and career. The next question is — what is career planning? Career planning means exactly what it says —planning your career. Planning means that you are making a conscious effort to set goals and plot out a method of achieving those goals. You want certain things for yourself and your career. That is what you are here for - to find out what those things are and how you can get them.

Keep in mind that career planning is an ongoing process. People change occupations several times in their working life. You should constantly be aware of your changing interests, skills and values and keep on top of what is happening in the working world. This will allow you to make well informed decisions when the time comes. If you can do this, you won't be caught off guard. The information and skills that you learn over the next two days should not be forgotten.

With all of those definitions out of the way, let's explore this concept of career and all of the roles that make up your careers.

JOB, OCCUPATION, CAREER CARDS

JOBS	OCCUPATIONS
TEACHER AT BURNWOOD ELEMENTARY SCHOOL	SOCIAL WORKER
SURGEON AT FOOTHILLS HOSPITAL	PLUMBER
CONCESSION WORKER AT NORTHLAND'S COLISEUM	MORTICIAN
COMPUTER PROGRAMMER FOR I.B.M.	PUMP JOCKEY
HAIRSTYLIST AT VOGUE HAIR	LAWYER
GOALIE FOR THE EDMONTON OILERS	COOK
MCDONALD'S HOSTESS	SECRETARY
SALES CLERK AT K-MART	SALES CLERK
A.G.T. LONG DISTANCE OPERATOR	RADIO ANNOUNCER
	PILOT
	LABOURER

SKILLS OVERVIEW

OBJECTIVES:

- introduce participants to the areas of self exploration
- introduce participants to the skill types
- provide examples of technical skills

METHOD:

1. Refer to flipchart #6. Explain to the participants that for the rest of the day they will be exploring their skills, values, personality and interests. Hand out the Personal Profiles. Inform the participants that as this information is gathered about themselves they will be compiling it onto their Personal Profiles.

2. Refer to flipchart #7. Explain that there are three types of skills - technical, personal and transferable.

3. Provide the following definition of technical skills.

   Technical skills are specific to one or a few occupations. They are only performed in a limited number of jobs. These skills are usually learned on the job or at school. Some examples of technical skills are blueprint reading, computer programming, air brushing and spot welding.

4. Ask the participants for other examples of technical skills. Confirm that their suggestions are in fact technical skills or provide feedback on what type of skill it actually is. (i.e., Public speaking can be used in several occupations so it wouldn't be considered a technical skill. Advise the participant to keep that suggestion in mind for when you are discussing the other skills and see if it would be better suited under another category.)

5. Explain to the participants that for the purposes of this workshop, they are not going to concentrate on technical skills because they are constantly developing these with every training course and job they take. The purpose of this workshop is to help explore occupational options. Therefore, the occupational choices they make will determine which technical skills they want to learn.

PERSONAL SKILLS

OBJECTIVE

- identify personal skills

METHOD:

1. Refer once again to flipchart #7 and the next skill type - personal skills. Define and provide examples of personal skills.

   Personal skills are usually associated with your personality and attitude. These have been developed all throughout your life — all the way from early childhood. We quite often overlook these skills because we consider them to be unimportant. Wrong! Your personal skills are what create an overall impression to others. Some examples of personal skills are dependability, enthusiasm and sense of humour. Let's take a moment for you to explore your personal skills.

2. Have the participants turn to workbook #3. Have them review the list of personal skills and select 5 - 10 that they consider to be their real strengths.

3. OPTIONAL STEP
   Have the participants get into pairs and tell their partners the skills they identified as their strengths and provide specific examples of when they have demonstrated that skill. (For example, I am easy-going and have demonstrated this by not getting uptight when things don't go my way. When I was doing some computer work, my hard drive crashed and I lost hours of work. Instead of getting all upset, I just shrugged my shoulders and started over again.)

4. Have the participants write their personal skill strengths onto their Personal Profile.

TRANSFERABLE SKILLS

OBJECTIVES:

- identify transferable skills the participant possesses and wishes to use
- identify transferable skills the participant wishes to develop
- identify methods of developing transferable skills

METHOD:

1. Refer once again to flipchart #7 and the next skill type - transferable skills. Define and provide examples of transferable skills.

   Transferable skills are the opposite of technical skills. Where technical skills are used in a limited number of occupations, transferable skills can be used in many different occupations. These skills are learned in school and work as well as through life experience. We are constantly learning and developing transferable skills. The more transferable your skill repertoire, the more flexible you can be in occupational selection. The workforce today is demanding more flexibility and adaptability therefore these skills are crucial.

   Some examples of transferable skills are supervising, problem solving and budgeting. These skills are used in numerous occupations. The ability to operate a computer could have been considered a technical skill years ago but today it is definitely a transferable skill because computers are so widely used.

2. Explain to the participants that they will be identifying their skills using a 'Decision Deck'. Hand out a Skills deck to each participant.

3. Have the participants remove the heading cards. Have them place the heading cards in front on them on the table. Refer to flipchart #8 as an example.

4. Inform the participants that each card represents a transferable skill. One side of the card provides a definition of the skill and the other side provides a picture of the skill.

5. Have the participants go through each card and place it under one of the headings as they deem appropriate. They must decide if it is a skill that want to do, don't want to do or a skill they want to learn. Using a skill card and flipchart #8 as an example, place the card under the appropriate headings as you review the following directions.

When you pick up a card, first ask yourself - Do I have this skill? If yes, then the next question is - Do I want to use it? If yes, put it under "Want To Do". If no, put it under "Don't Want To Do". If you do not have this skill, ask yourself - Do I want to develop it? If yes, place it under "Want To Learn". If you don't want to develop it, place it under "Don't Want To Do".

Give yourself the benefit of the doubt when you are considering these skills. You do not have to be an expert at them to say you possess them.

6. Tell the participants to write down their "Want To Do" and "Want To Learn" skills on their Personal Profiles.

7. When everybody is finished, as a large group brainstorm methods of developing skills. For example:

- take a course
- added responsibility on the job
- practice it at home
- volunteer work
- read about it
- get a friend to teach it

VALUES OVERVIEW

OBJECTIVES:

- define and begin exploring values

METHOD:

1. Tell the story of Rupert and Delilah to the large group of participants. Refer to flipchart #9 for a diagram to assist in identifying the characters in the story.

2. Once the story has concluded, the participants break into groups of 3-5 and rank order who they feel is most to least moral based upon the story. They must reach consensus and be able to identify why they ordered the characters as they did. Hand out flipchart paper and a marker to each group and have them record their list from most moral to least moral.

3. Have the groups present their completed lists and rationale to the large group.

4. Once each group has presented, debrief as to causes for varied opinions, what participants based their ideas on, feelings surrounding compromising, etc.

5. Explain to the participants that they have just done a values exercise. Make the following points.

   Values are things that are very important to you. You are taught values at a very young age. As you get older, you continue to determine what you hold in high esteem and what is unimportant to you. All of these values become your "value system".

   Think back to the Rupert and Delilah story. It became obvious that not everybody agreed with your ranking. You may have felt that Rupert was the worst person because he couldn't forgive Delilah. Or, you may have felt that Delilah was the worst because she went out with Arthur. The point of the exercise is that there is no right or wrong. Rather, you made decisions based on your values and what is important to you. Think back to how it felt when the people in your group opposed your opinion of the ranking. How did that make you feel? Did you question your opinion? Did you believe in it so firmly that you continued to argue your point? These are examples of value conflict. When there is somebody or something challenging your beliefs, you have to decide how firmly you believe in them.

   Let's take a look at how our value system is formed.

6. On a blank flipchart paper draw a "stick person" in the middle of the page. Tell the participants that the person on the page is them as a child. Now have the participants brainstorm all of the people and organizations that influence their values. (i.e., "Who and what tells you what should be important to you? Who tells you how you should act, what you should wear", etc?). Record their responses on the flipchart and add any that are missed. The list should include:
   - parents
   - church
   - clubs (i.e., Boy Scouts)
   - media
   - society
   - relatives
   - school/teachers
   - teams/coaches
   - peers

7. Discuss the following.

   So, there are all of these influences out there telling you what you should do, how you should feel, what you should wear and how you should act. Sometimes this can get very confusing. Think back to a time when your friends asked you to do something and you didn't feel comfortable about it. That was a value conflict. Something inside of you said "this isn't good". The most important thing to keep in mind about values with regards to career planning, is that you have to determine what is important to YOU. You have to try to forget what your parents or society says you should value. Rather, you have to keep asking yourself, "Is this really important to me?"

   Before you start exploring your value system, it is important to note that you have different values for different parts of your life.

8. Refer to flipchart #10. Explain that Lifestyle values are the things that are important to you in a general sense - what you strive for out of life. Leisure values determine what is important to you in your spare time. Work values help you determine what gives you satisfaction in your work life. Explain that work and lifestyle values will be explored, with an emphasis on work values. Leisure values are important but will not be focused on in this workshop. However, it is important for participants to recognize that they should find out what gives them satisfaction in their leisure. They should try to find leisure activities that match their values.

RUPERT AND DELILAH STORY

Rupert and Delilah love one another and are engaged. A river separates the two lovers. Rupert travels daily to visit Delilah. Delilah lives near three men (Fred, Henry and Arthur) who all own boats.

The day before Rupert and Delilah are to be married, there is a terrible storm that brings heavy rains which cause a flash flood that washes away the bridge that Rupert travels every day to visit Delilah. Once the storm subsides, Rupert goes out and inspects the damage and decides that there is no way for him to visit Delilah. So, he returns to the warmth and dryness of his house. Delilah looks at the damage and realizes that there isn't any way she can swim across the river because of the current and the foreign objects in the river. Delilah really loves Rupert though, and is determined to find some way to see him because they are to be married tomorrow and she wants to see him before the wedding.

Delilah decides to approach her neighbour, Fred, to see if he will take her across the river in his boat. Fred tells her "I'm too busy. Go away." Delilah is really hurt and decides that she will then approach Henry for a boat ride across the river. Henry tells Delilah that he will take her for $500. Delilah doesn't have the money so she has to say "no" to Henry's offer. She goes back to Fred and relates what Henry said, hoping that Fred will give her a ride, but she hears the same thing, "I'm too busy. Go away." Delilah then decides to ask Arthur for a ride because he too has a boat. She approaches Arthur and explains that Fred is too busy and Henry wants to charge her $500 that she has no way of paying. Arthur says sure, he'll give her a ride across the river but only if she'll go out on a date with him. She says no, there's no way she would date him and runs back to Henry. She explains Arthur's offer and her refusal and asks Henry again if he will give her a ride. Henry says sure, but that it will cost Delilah $1000 if he gives her a ride. Delilah realizes that there is no way that she can raise that kind of money, so she leaves. She goes back to Fred to see if he will give her a ride, but once she explains what Arthur and Henry want, Fred says he is still too busy and tells her to go away. In her desperation to see Rupert, Delilah goes back to Arthur and says that she loves Rupert too much and must find a way to go see him. She says she will go on a date with him if he will give her a ride across the river. They go on a date and then Arthur takes her across the river. Delilah decides that she will never tell Rupert what she did to go see him.

She and Rupert have a joyous reunion and Rupert says that she shouldn't have come across the river because it was so dangerous and terrible things could have happened. Delilah replies that she loves him so much so she did what she had to do to get to see him before their wedding tomorrow. Later in the day, Delilah feels very guilty for going on a date with Arthur and decides that she better tell Rupert so they don't have any secrets between them once they are married. Once she tells Rupert, he gets very angry and says he will never be able to trust her again, that what she did was terrible and that he can't love her nor marry her knowing that she dated another man.

Source unknown

LIFESTYLE VALUES

OBJECTIVE:

- identify lifestyle values and prioritize them

METHOD:

1. Introduce the activity with the following information.

   Lifestyle values can also be considered life values. The question to ask is "What is important to me in my life?" Your lifestyle values usually guide your life's direction. When you identify what is important to you in life, you are providing motivation to accomplish your goals.

   For example, at this time in my life, independence may be extremely important to me. Independence to me may mean that I want to have the freedom to do whatever I want and have the money to be able to do it. Therefore, that value will directly influence my career decisions. My work and leisure should provide me with the personal and financial freedom I desire. It may not happen today but I will strive for it.

2. Have the participants turn to workbook #4. Have them rank the values in order of importance to them at this point in time. Beside each value, they are asked to define that value. Explain this part by providing the following information and example:

   Each of these values will mean different things to different people. We all have different ideas about success, power and independence. There are no right or wrong definitions therefore, for your own clarification, you are asked to provide your own definition. For example, I may define success as being rich and powerful. Someone else may define it as feeling personally fulfilled.

3. Have the participants write their top 3 - 5 lifestyle values onto their Personal Profiles.

4. Ask the participants to share some of their definitions of the values. This will allow participants to become more aware of different perspectives.

WHY WORK? *

OBJECTIVE:

- identify motivators for working

METHOD:

1. Explain to the participants that we have all been raised with different messages as to why people work. We take those messages and determine which ones we will value. Everybody's reasons are unique. This exercise will allow participants to identify reasons why people work and then start to identify the ones they deem important.

2. Ask the participants to share the messages they got about work from the people who raised them. (For example, when I was growing up my parents worked to put food on the table. I got the message that you don't enjoy work - it pays the bills. They also stressed to me that the only way to get anywhere is to get an education.)

   Solicit messages from the participants. Ask them how they felt about receiving those messages. Did they share the same opinion and adopt those values? If not, what happened?

3. Break the participants into groups of 4 - 6.

4. Have each group brainstorm a list of reasons (motivators) as to why people work. One person in the group should record the answers on a piece of paper.

   If the group needs prompting, ask them to write down reasons why a single mother would work, or a dancer, or a social worker ...

   The answers will be varied, but may include:

   - money
   - to help others
   - to get out of the house
   - power
   - satisfaction
   - prestige

5. Ask each group to report back to the group. Write down the responses on the flipchart.

6. If the list does not appear to be very comprehensive, prompt the participants with more occupations and ask them what motivation a person in that occupation would have to work. If the responses are not already on the flipchart, add them.

7. Once the list is complete, have the participants write down their top 5 motivators for wanting to work on workbook #5. Remind them to pick things that are important to them - not what others say.

8. Facilitate the following discussion:

   - Did this exercise tell you anything about yourself that you didn't already know?
   - Why are those five things so important to you?
   - Would you be happy in your work if these things were not present? Why or why not?

WORK VALUES

OBJECTIVE:

- identify work values

METHOD:

1. Explain to the participants that they will be identifying their work values using another 'Decision Deck'. Hand out a deck to each participant.

2. Have the participants remove the heading cards. Have them place the heading cards in front of them on the table. Refer to flipchart #11 as an example.

3. Inform the participants that each card represents a work value. One side of the card provides a definition of the value and the other side provides a picture of the value.

4. Have the participants go through each card and place it under one of the headings as they deem appropriate. They must decide if the value is always valued, sometimes valued, or never valued. Using a value card and flipchart #11 as an example, place the card under the appropriate headings as you review the following directions:

   When you pick up a card, first ask yourself - Is this important to me in work? If the answer is no, put it under "Never Value". If yes, then you must ask yourself - how important is it? Do I value it at all times or only under certain circumstances? If I must have it at all times, put it under "Always Value". If not, put it under "Sometimes Value".

5. Have the participants place their "Never Value" and "Sometimes Value" cards back in the box. They no longer need them.

6. Have the participants choose no more than 8 "Always Value" cards and rank their "Always Value" cards in order of importance. Have them write their ranked values onto their Personal Profiles.

INTERESTS

OBJECTIVE:

- explain importance of interests in career planning
- identify interests

METHOD:

1. Introduce "interests" with the following information.

   Your interests are the things you like to do. You probably have many interests - some more important and satisfying than others. Your interests should be considered when you are making occupational decisions. After all, you are probably here because you want to discover occupations you will enjoy. Chances are good that you will succeed at what you like to do.

2. Have the participants do the top part of workbook #6 as completely as possible.

3. Using the information stated in the top part, have the participants complete the bottom half by writing down their interests in point form. For example, if my favourite subject at school was Computer Science, then I would state my interest at the bottom as "computers".

4. Then have the participants circle the interests they would like to do at work. They can record these interests on their Personal Profiles.

OBJECT BRAINSTORM

OBJECTIVE:

- acknowledge that there are a variety of occupations

METHOD:

1. Explain that there are thousands of occupations in existence, most of which they do not know about. This exercise will allow them to identify occupations by examining objects.

2. Break the participants into groups of 4-5. Give each group a common object such as a newspaper, bottle of juice, computer disk, loaf of bread, tube of toothpaste or a pen. (Give each group a different object.) Give each group a piece of flipchart paper and a marker.

3. Inform the participants of the rules of brainstorming. Anything goes, piggyback ideas, record everything and no judgements.

4. Give the participants 5 minutes to brainstorm all of the occupations they can think of that went into making and selling the product. They should record the occupations on the flipchart.

5. Discuss the results of the brainstorm. For example,

   - the number of occupations,
   - the variety of skill levels involved,
   - how each occupation impacts the others, etc.

6. Inform the participants that now that they are in brainstorming mode, they are going to do a bit more.

PROFILE BRAINSTORM

OBJECTIVES:

- use brainstorming as a method to generate alternatives and consider a broad range of occupational possibilities
- begin a list of occupational alternatives based on personal profiles and knowledge of one's interests, values and skills

METHOD:

1. Explain to the participants that once some personal exploration has been initiated it is always interesting to take a look at how their personal profiles can assist in generating possible occupations. However, remind participants that this is not a matching exercise and this only provides some suggestions of occupations that could be further investigated, based on their CURRENT profiles.

2. Have the participants retrieve their Personal Profiles. Break them into groups of 4 -5.

3. Each participant will have a turn in the "hot seat." The "hot seat" is actually each participant's chair. Every person will have a turn to read out their profiles. The group will listen to the profile and then brainstorm possible occupational areas that they think might be appropriate for the participant, based on the profile that was just read out.

   The participant, whose profile is in the "hot seat", will simply record all the ideas being given out on their profile. Remind the participants of the rules of brainstorming, especially that anything goes and they cannot edit ideas. Every idea given out has to be written down.

4. After each participant has had a chance in the "hot seat" debrief the activity by reviewing how their personal profiles, especially the values, interests and skills, are a strong clue as to some occupational possibilities. Reinforce the fact that their profiles are always changing and that it is always important to keep options wide open. Narrowly defining oneself or matching oneself to a few occupational choices is limiting and can be very frustrating.

PERSONALITY

OBJECTIVES:

- determine personality types
- generate occupational alternatives

METHOD:

1. Introduce this activity with the following information:

   Now you are going to do an activity that looks at your personality. Your personality says a lot about how you interact with the world, where you direct your energy, the kind of information you prefer to work with, how you make decisions and how you prefer to live. This information can be used to make occupational decisions. It is preferable that you select occupations that suit your personality type.

   It is believed that there are sixteen personality types and that one type will come very close to describing you. This is just a simple exercise to determine which one of the sixteen types you are. Once that type has been determined, you will be provided with information about that type and some suggestions for occupations that may be suitable. Do not take the results too seriously. This is only intended to give you some more insight into yourself and expose you to some occupations you may want to consider.

2. Using the attached sheet titled "Personality Types", have the participants determine their four letter code. This sheet can be used in different ways.

   a) Copy enough sheets for each participant. Cut the sheets along the dotted lines. Fold the sheets in half ("cards") so that both sides have writing on them (i.e., one side has Extroverts and the other has Introverts). Give the participants their four cards. Have them read both sides of the card, determine which side sounds most like them and then place that side face up. In the end, they should have four cards that most closely describe them facing up.

   b) Copy enough sheets for each participant. Have them read the characteristics of the extroverts and introverts and circle the one that sounds most like them. Do the same for the remaining three sections. Another variation of this is to have them compare the statements made on each line (they are usually opposites) and put a check mark beside the one that is most like them. For example, if I avoid being the centre of attention as opposed to liking it, I would place a check mark beside 'avoid being the centre of attention'. Then they can add up the check marks and whichever personality type has the highest score is the one they circle.

3. Have the participants determine their four letter codes by using the highlighted letters in each type. For example, if I was extroverted (E), intuitive (N), feeling (F), and perceptive (P), my code would be ENFP. Get the participants to write down their four letter codes on their Personal Profiles.

4. Have the participants give you their codes. During a break or while they are working on another activity, make copies of their corresponding information sheets describing their personality types and possible occupations. Give the sheets to the appropriate participants.

5. Have the participants read through and verify the information. Allow them time to review the occupations and write down any that sound interesting on the back of their Personal Profile.

6. If the agency has books and other information regarding the Personality Types, advise the participants of their location.

The "personality types" are based on the Myers-Briggs Type Indicator which is a registered treademark of Consulting Psychologists Press, Inc. Developed by Isabel Briggs Myers and Mary H. McCaulley, Consulting Psychologists Press, 1985.

PERSONALITY TYPES

EXTROVERTS (E)	INTROVERTS (I)
- like to be the centre of attention	- avoid being the centre of attention
- prefer variety and action	- prefer quiet for concentration
- usually act first, then think	- usually think first, then act
- like to work with people around	- prefer to work alone
- usually talk more than listen	- usually listen more than talk
- think out loud	- think silently
- meet many new people easily	- like to get to know people slowly
SENSORS (S)	**INTUITIVES (N)**
- prefer set ways of doing things	- don't like doing the same thing over and over
- like to use existing and enhance existing skills	- like to learn new skills
- patient with routine details	- impatient with routine details
- prefer to concentrate on the present	- prefer to concentrate on the future
- give information in a logical manner	- give information in a roundabout manner
- good at remembering facts	- good at interpreting facts
THINKERS (T)	**FEELERS (F)**
- make decisions according to logic	- make decisions according to what feels right
- value justice; one standard for all	- value harmony; can see the exception to the rule
- more important to be truthful than tactful	- important to be tactful and truthful
- able to see flaws and be critical	- like to please others; shows appreciation easily
- don't mind telling people unpleasant things	- dislike telling people unpleasant things
JUDGERS (J)	**PERCEIVERS (P)**
- prefer to live in an orderly way	- prefer to live spontaneously
- like to make decisions	- like to keep possibilities open
- get satisfaction from finishing projects	- get satisfaction from starting projects
- take deadlines seriously	- consider deadlines flexible
- prefer to plan their work and follow the plan	- good at adapting to changing situations at work
- prefer to finish one project at a time	- start too many projects and has difficulty finishing them

ENFJ - EXTROVERT, INTUITIVE, FEELING, JUDGING

- people and relationships are very important
- energetic and enthusiastic
- responsible and conscientious
- gracious, charming, personable
- even tempered and tolerant
- natural leaders, popular
- tend to be good communicators
- make decisions based upon how they feel about a situation
- prefer organization

Possible Occupations/Occupational Groups

Actor	Artist
Advertising	Writer/Journalist
Recreation Director	Public Relations
Counselling	Psychology
Clergy	Teacher
Lawyer	Sales
Management	Politics
Fund raiser	Graphic Artist
Urban Planner	Television Producer

INFJ - INTROVERT, INTUITIVE, FEELING, JUDGING

- original thinkers
- have a small circle of deep longstanding friendships
- loyal, committed and idealistic
- excellent leaders
- concerned for others
- respected for their contributions and firm principles
- avoid conflict and try to create harmony
- can be both sensitive and intense
- can be reserved and hard to get to know but are willing to share themselves with people they trust

Possible Occupations/Occupational Groups

Air Traffic Controller
Health Care
Religious Worker
Personnel Manager
Artist
Designer
Dentist
Management
Composer
Counsellor
Mediator
Social Sciences
Marketing (ideas/services)
Writer
Consultant
Pilot
Teacher (Social Sciences)
Chemist

ENFP - Extrovert, Intuitive, Feeling, Perceiving

- enthusiastic, high-spirited
- imaginative; new ideas
- great at coming up with solutions to problems
- good at improvising
- prefer to keep lots of options open
- good at seeing new ways of doing things
- avoid conflict
- optimistic, spontaneous, creative, and confident
- ready to help anyone with a problem

Possible Occupations/Occupational Groups

Actor
Foreign Service Officer
Reporter
Musician/Composer
Interior Designer
Rehabilitation Worker
Speech Pathologist
Artist
Ombudsman
College Professor
Lawyer
Teacher
Psychologist
Social Sciences
Marketing/Advertising
Cartoonist
Inventor
Counsellor

INFP - Introvert, Intuitive, Feeling, Perceiving

- enthusiastic and loyal
- prefer to work independently
- may take on too much but somehow get it done
- friendly, but not necessarily sociable
- not concerned about "things" or surroundings
- open minded, curious and insightful
- have excellent long range vision
- set extremely high standards for themselves
- cool on the outside but care deeply on the inside
- deeply committed to their values

Possible Occupations/Occupational Groups

Clergy
Historian
Translator
Architect
Social Sciences
Missionary
Editor
Dietician
Journalist
Library Assistant
Researcher
Speech Pathologist
Psychologist
Draftsperson

ENTJ - Extrovert, Intuitive, Thinking, Judging

- good at anything that requires reasoning and intelligent talk
- well informed; constantly learning
- positive and confident
- great leaders and decision makers
- easily see possibilities in all things
- ingenious thinkers and great long range planners
- driven to achieve competence in all they do
- enjoy working with complex problem solving
- value truth above all else and are convinced only by logical reasoning
- good organizers of people because they have the ability to see ahead and communicate their vision to others

Possible occupations/occupational groups

Auditor	Buyer
Politics	Funeral Director
Hotel/Store Manager	Teacher
Management	Personnel/Human Resources
Financial Planner	Stock Broker
Labour Relations	Judge/Lawyer
Consultant	Business Planner

INTJ - Introvert, Intuitive, Thinking, Judging

- perfectionists
- original minds and great drive (when they choose to use them)
- skeptical, critical, stubborn
- independent and determined
- demanding with themselves and others
- prefer to do things their own way
- determined to face the opposition
- not impressed with authority but can conform to rules if they see them as useful
- they are great brainstormers
- when they come up with an idea, they can invest incredible concentration, focus, energy and drive

Possible Occupations/Occupational Groups

Accountant
Engineer
Lawyer
Psychologist/Psychiatrist
Computer Programmer
Management
News Writer
Inventor
Chemist
Geologist
Mathematics Teacher
Surveyor
Environmental Planner
Judge
Medicine
Astronomer

ENTP - Extrovert, Intuitive, Thinking, Perceiving

- quick, ingenious
- good at many things
- alert and outspoken
- enjoy arguing for fun
- like solving challenging problems but neglect routine
- love excitement and challenge
- born enterprising
- value their inspiration above all else
- strive to turn their original ideas into reality
- have excellent analytical abilities
- consider that most rules are meant to be bent, if not broken

Possible Occupations/Occupational Groups

Architect
Lawyer
Politics
Systems Designer
Strategic Planner
Public Relations
Investment Broker
Inventor
Journalist
Fashion Designer
Doctor
Social Sciences
Advertising/Marketing
Real Estate Agent/Developer
Restaurant Owner
Entrepreneur
Photographer
Actor

INTP - Introvert, Intuitive, Thinking, Perceiving

- quiet, reserved
- excellent in theoretical or scientific subjects
- extremely logical
- more interested in ideas than people
- very intellectual and logical
- critical, precise and skeptical
- convinced only by logical reasoning
- usually ingenious and original thinkers
- interested in challenging other people to become more competent
- highly independent

Possible Occupations/Occupational Groups

Actuary	Architect
Financial Planner	Pilot
Systems Analyst	Software Designer
Research	Archaeologist
Inventor	Creative Writer
Dancer/Artist	Scientist
Economist	Investigator
Plastic Surgeon	Philosopher
Musician	Lawyer

ESTJ - Extrovert,Sensing, Thinking, Judging

- practical and realistic
- great at business or mechanics
- like to organize and run activities
- great at getting things done
- responsible, conscientious and faithful to their commitments
- like structure and can remember and organize many details
- driven to make decisions
- logical, objective and analytical
- know what's happening around the and are concerned with the here and now
- consistent and dependable
- comfortable judging others and can be great disciplinarians
- outgoing, sociable, direct and friendly
- usually easy to get to know since 'what you see is what you get'

Possible Occupations/Occupational Groups

Bank Teller
Economist
Loan Officer
School Principal
Police Officer
Funeral Director
Insurance Agent
Cook
Pharmacist
Curator
Lawyer
Office Manager
Urban Planner
Teacher (technical/trades)
Military
Stockbroker
Farmer
Dentist

ISTJ - Introvert, Sensing, Thinking, Judging

- serious and quiet
- practical and orderly
- logical, realistic, dependable
- ensure that everything is well organized
- take responsibility
- trustworthy and honour their commitments
- painstakingly accurate and methodical
- great powers of concentration
- cautious and traditional
- listen well and like things to be factual and clearly stated
- appear clam even in times of crisis

Possible Occupations/Occupational Groups

Accountant
Bank Officer
Cashier
Financial Planner
Word Processor
Police Officer/Detective
Office Manager
Stock Broker
Veterinarian
Librarian
Auditor
Business Executive
Computer Programmer
Insurance Agent
Government Employee
Corrections Officer
Military
Legal Secretary
Lab Technician
Engineer

ESFJ - Extrovert, Sensing, Feeling, Judging

- warm hearted,talkative, popular
- conscientious and cooperative
- like encouragement and praise
- motivated to help other people
- responsible, friendly, and sympathetic
- highly sensitive to criticism or indifference
- practical and realistic
- tend to be matter-of-fact and organized
- remember important facts and details
- bound by their sense of duty and commitments
- often go out of their way to do something nice for someone else

Possible Occupations/Occupational Groups

Athletic Director
Clergy
Counsellor
Management
Secretary
Veterinarian
Health
Flight Attendant
Bartender
Cosmetologist
Guide
Occupational Therapist
Teacher
Customer Service
Child Care
Fundraiser

ISFJ - Introvert, Sensing, Feeling, Judging

- quiet, friendly
- meet their obligations
- thorough and accurate
- patient with detail and routine
- down to earth and realistic
- prefer others who are quiet and unassuming
- enjoy using a large number of facts; great memory for details
- have strong work ethic
- tend to be conservative
- gentle, sympathetic, tactful and supportive
- like to care for others
- protective and devoted to their friends

Possible Occupations/Occupational Groups

Anesthesiologist
Bartender
Librarian
Pharmacist
Waiter/Waitress
Fashion Merchandiser
Curator
Guard
Animal Health Technician
Counsellor
Nurse
Secretary
Physical Therapist
Dietician
Electrician
Interior Decorator

ESTP - Extrovert, Sensing, Thinking, Perceiving

- matter-of-fact, no worry no hurry
- like mechanical things and sports
- can be blunt or insensitive
- extremely realistic
- rely on and trust what their senses tell them about their world
- curious and keen observers
- tend to be open minded and tolerant of others and themselves
- like real things that can be handled, taken apart, and put back together
- prefer action to conversation and enjoy dealing with situations as they arise
- good problem solvers
- can be tough when the situation warrants
- friendly and charming

Possible Occupations/Occupational Groups

Announcer
Coach
Employment Interviewer
Photographer
Secretary
Sportscaster
Fitness Instructor
Paramedic
Banker
Auctioneer
Mechanic
Disc Jockey
Model
Public Relations
Truck Driver
Reporter
Fire Fighter
Investigator
Investor
Carpenter

ISTP - Introvert, Sensing, Thinking, Perceiving

- cool onlookers
- quiet, reserved, analytical
- don't do much more than necessary
- straightforward, honest, pragmatic
- prefer action to conversation
- often have a good understanding of the way things work
- usually skilled at using tools and working with their hands
- tend to make logical and private decisions
- curious and observant
- great respect for facts and their ability to store them
- thrive on excitement and action
- usually like the outdoors and sports

Possible Occupations/Occupational Groups

Antique Dealer
Art Historian
Bricklayer
Pilot
Police Officer
Dental Hygienist
Race Car Driver
Computer Programmer
Forest Ranger
Appliance Repair
Mechanic
Gemologist/Jeweller
Furrier
Chiropractor
Computer Repair
Fire Fighter
Legal Secretary
Economist

ESFP - Extrovert, Sensing, Feeling, Perceiving

- outgoing, easygoing
- like a good time
- like to know what is going on and joins in
- prefer common sense
- warm, friendly and generous
- usually juggling several activities at once
- realistic observers
- see and accept things as they are
- like concrete facts
- have good memories for details
- learn from hands on experience
- tolerant and accepting of themselves and others
- persuasive
- love surprises and bringing unexpected pleasure to others

Possible Occupations/Occupational Groups

Actor
Dancer
Model
Public Relations
Child Care
Special Events Producer
Floral Designer
Animal Health
Coach
Advertising/Marketing
Employment Interviewer
Photographer
Secretary
Teacher (children)
Travel Agent
Social Worker
Flight Attendant
Fund Raiser

ISFP - Introvert, Sensing, Feeling, Perceiving

- quietly friendly, sensitive and kind
- modest
- do not force their opinions or values on others
- loyal followers
- relaxed about getting things done
- keep their personal ideals and values to themselves
- warm and enthusiastic
- tend not to show themselves except with people they know well and trust fully
- nonjudgemental and accepting of others' behaviour
- live completely in the present moment
- often artistic
- sensitive to conflicts and disagreements

Possible Occupations/Occupational Groups

Animal Attendant
Cook
Food Inspector
Nurse
Truck Driver
Interior Designer
Crisis Counsellor
Computer Operator
Horticulture
Biologist
Environmentalist
Forester
Oceanographer
Teacher
Medical Assistant
Massage Therapist
Police Officer
Mechanic

CAREER DECISION MAKING SYSTEM

OBJECTIVES:

- identify interests
- identify potential occupations for exploration

METHOD:

1. Explain to the participants that they will be doing an interest survey. Make it known that this is not a test - there are no right or wrong answers. Advise them that there is also no definitive answer. The purpose of the survey is to identify interests and some more occupations that they may wish to explore.

2. Show the participants the two booklets of the Career Decision Making System. Explain that one is a survey booklet - the one that asks the questions. The other booklet is the Interpretive folder - the one that will provide them with occupational options.

3. Hand out a copy of the Survey booklet to each participant. Have them open the booklet to page 2. Explain that in the first section, they will have to choose two of the occupation groups that are the most appealing. Their choices are to be written on the back of the booklet where it says "Summary Profile". Next, they will have to choose their two favourite subjects, how much education they are willing to complete, their four top values and abilities. All of their responses should be recorded on the Summary Profile on the back of the Survey booklet. Advise participants to read the directions and take their time.

4. The next section to be completed is the Interests. The participants read through each activity/ interest and decide whether they would like the activity, dislike the activity or they are not sure. Depending on their answer, they would write down the corresponding number in the box. Advise participants to go with their first answer and work through these fairly quickly. In the end they will have to total up their scores in order to get their "career code". (If the participant had tied scores, follow the directions on page 10 to determine the career code.)

5. Have the participants look up their career codes on page 11 of the Survey booklet to get their "career clusters".

6. Hand out the Interpretive Folders to the participants. Have them open them up and check off their career clusters. They can then look at the corresponding occupations and write down any that sound interesting along with the four digit number. They can also compare their subjects, values and abilities with those of that cluster in the last three columns of the Interpretive Folder. Remind participants that this is only a sampling of occupations.

7. Tell the participants not to limit themselves based on the occupations in their clusters. Remember that this is primarily based on interests and it is not a perfect survey. Therefore, advise the participants to look at all of the other occupations. Perhaps there is a cluster that was not identified but it appeals to them. Encourage them to write down those occupations as well.

8. Another way to build upon the occupation list is to go back through the Interest section of the Survey booklet and look at all of the interests/activities that the participants identified as "2" (i.e., really like). If they ask themselves "What occupation performs this activity?", the answer will provide them will another potential occupation. For example, if Jennifer said that she would really like to make furniture and cabinets (#13), she may want to explore carpenter, upholsterer, etc.

9. Inform the participants that they can also obtain a Holland Code based on their scores from page 9 of the Survey booklet. Have them identify their three highest scores on flipchart #13 and write down the corresponding Holland Code. Have them compare this Holland Code with the previous one. They can now use both codes to come up with occupational options.

10. Although this inventory is recommended, you may prefer to use a different one. If so, please explain it as completely as possible in order to accomplish the same goals of generating more occupations.

GUIDED FANTASY/DREAM JOB *

OBJECTIVE:

- explore the ideal world of work, leisure and lifestyle

METHOD:

1. Instruct the participants to clear off their desks/tables and get as comfortable as they can because they are going to take a trip into their imaginations. They may close their eyes if they wish (recommended).

2. Read the following script in a soft, monotone voice to guide them through their career fantasy. Remind them that this is their fantasy therefore anything goes. They do not answer the questions out loud, rather they ponder them in their minds.

   "Clear your mind of everything. Think of absolutely nothing for a moment. No worries, no stress, nothing. (extended pause)

   Now imagine you woke up this morning and you were older — somewhere between 30 and 40 years old. You get out of bed and go into the bathroom and look in the mirror. What do you look like? Take a good look at the face and the body. That is you approaching mid-life.

   It's time to get ready for work. Go to the closet and get your clothes. What are you going to wear to work today? Do you choose the business suit or jeans with a T-shirt or something in the middle? Get dressed and ready and head out the door. What time is it?

   How are you going to get to work? Do you take the bus? Drive a car? What kind of car? Or do you leave home at all?

   Now you get to the work site. What does it look like? Do you work in a big office? Outside? Is it cold or dusty? Are there many people around or is it just you? What does the furniture look like? Where are you located? Are you in a big city centre, a small town or out in the country? Take a couple moments to imagine where you work. Take a good look around.

   Now you are ready to start work. What are you doing? Do you talk on the phone? Are you working with your hands? Do you have a computer? Do you work by yourself? Do other people report to you? Now take a few moments and try to picture your work. At some point during your working hours, you stop to make a phone call to someone who is very important to you. Who do you call?

Well you've done your work for the day and now its time to go home. What time is it anyway? How long did you work? You stop to buy yourself something on the way home. It's something you've wanted for a very long time. What is it? (extended pause)

You finally get home. What does your home look like? Is it an apartment or a house? Big or small? Take a good look at the outside. Now go in the door and inside your home. Walk through all of the rooms — the livingroom, the kitchen, the bedrooms, the bathrooms. Notice the decor and the colors. Take a look at the furniture. Imagine what your home looks like. (extended pause)

Who, if anybody, lives in this home with you? Picture them in your mind. What do they look like. How important are they to you? What, if anything, do you do with them when you get home?

After you've had a meal, it's time to go out for some fun. Where do you go? What do you do when you get there? Who is with you? Picture yourself having a great time.

Now its time to go home and get some sleep. You crawl into bed. What time is it? You lay in bed and think about everything you accomplished that day and with a smile you fall asleep. (extended pause)

3. Instruct the group to wake up. Refer to workbook #7. Have them express their answers in whatever means they desire (i.e., write it out or draw it). Have them complete as much as they can remember from the fantasy.

4. Facilitate the following discussion questions:

   - What can you discover about yourself by doing this fantasy?
   - Is there anything you thought of that might help you in considering occupations?
   - Some people may have had difficulty imagining these situations. Why is that? (NOTE: At this point, reassure the participants that it is quite natural to not have a specific fantasy with regards to many of the questions because most people are still at the stage of exploring and learning what they most want or desire for their future.)

5. Invite participants to share their fantasies or parts of their fantasies if they wish.

NOTE: If you are not comfortable facilitating the Guided Fantasy or if you don't think that your group will benefit from it, an alternate exercise is "Dream Job". As a homework assignment, you can ask the participants to write out or draw their dream job. They must assume that there are no obstacles to get in their way. If they had all the education, experience and resources to be doing anything they want -what would it be? Some participants may find it difficult to imagine their dream job. If that is the case, have them at least describe their ideal work situation. Ask the participants to share their dream jobs the following morning.

CONCLUSION - DAY ONE

OBJECTIVE:

- review the day's activities

METHOD:

1. Debrief the day's activities by making the following points. Refer back to flipchart #4.

   You have been doing a lot of work today exploring your skills, values, personality and interests. As a result you have created a Personal Profile which is a picture of you at this point in time. You have also started making a list of potential occupations that you plan to research. Hopefully, at this point you have more occupations in mind than you had when you first walked into this room. The whole idea at this point is to think big! Don't start narrowing things down just yet. Think of all the possible options and worry about narrowing things down later.

   Tomorrow we will be looking at the other side of the equation - the world of work and occupations. You are going to discover even more potential occupations and start to do some research on them.

2. Ask the participants if they have any questions or concerns about the day's activities. Address their issues.

3. To wrap up, go around the room and ask each participant to say one word that describes how they feel. Validate their feelings. For example, if someone says they feel tired, acknowledge that he/she has been doing a lot of work and thinking today therefore it is natural to feel tired.

DAY TWO - INTRODUCTION

OBJECTIVE:

- review the previous day's activities
- overview today's activities

1. Refer to flipchart #4. Review the previous day's activities.

2. Overview today's activities. Explain that today they will be exploring the world of work and occupations. They will look at strategies for putting their Personal Profiles and Occupational Profiles into perspective. Included will be activities on decision making, goal setting and action planning.

NOTE: If the dream job activity was assigned as 'homework', ask for volunteers to share their dream jobs.

OCCUPATION TEASERS *

OBJECTIVE:

- expose participants to some unusual occupations and have them recognize that there are many possibilities.

METHOD:

1. Choose 2 - 4 different colors of paper. Cut up each piece of paper into 6 equal pieces. Choose 2 - 4 occupations off the attached sheet. Assign each color an occupation. For example, the blue paper will be "Back Padder", yellow will be "Choker Hooker". Write down the occupation title on the appropriate colored pieces of paper. (NOTE: The number of occupations you will need will depend upon the number of participants. It works best if you have one occupation per 5 participants.)

2. Randomly hand out the colored pieces of paper with the occupation titles written on them. Ensure that you keep one of each color (i.e., only hand out five of each occupation).

3. Tell the participants that they are going to play a game similar to "Balderdash" or "Slang Teasers". Tell them that they were each given a piece of paper with an actual occupation title written on it. Their task is to write down what a person in that occupation does. The goal is to write down a definition that the other participants will believe.

4. The facilitator writes the correct definition of the occupation on the remaining pieces of paper. Do this for each occupation title handed out - one piece of paper per occupation. The correct definitions are supplied on the attached sheet.

5. Collect the definitions into their respective piles (i.e., all Choker Hookers together and all Buckers together). Mix the correct definition with the participant's responses.

6. One occupation at a time, read out the definitions to the group and have them guess which is the correct one.

7. End the activity by reminding the participants that they should not feel discouraged if they have not selected a specific occupation for their future. Remind them that there are many options available - some haven't even been created yet — so keep the doors open. This is why research and occupational exploration is so vital.

OCCUPATION TEASERS
ACTIVITY SHEET

APIARIST - beekeeper
ARBORIST - tree surgeon
BACK PADDER - makes padded wooden backs for chairs
BOLTER - takes care of machines that separate flour
BROKE HUSTLER - collects waste paper and pulp from machines
CARTOGRAPHER - map maker
COOPER - repairs wooden barrels
CHOKER HOOKER - puts chains around logs to drag them out of the forest
CLOCKER - times race horses at the race track during practices
CROUPIER - casino dealer
GLAZIER - prepares and installs glass into buildings
GRIZZLY WORKER - breaks up big pieces of rock in mines
NIBBLER OPERATOR - operates a machine that cuts metal plates
PYROTECHNIST - makes fireworks displays
SEXTON - takes care of and maintains a church
SMOKE JUMPER - parachutes in to fight forest fires
SULKY DRIVER - harness racer
TERRAZZO WORKER - makes artificial marble
WARP BEAMER - operates a machine that winds yarn
WORT MAKER - mixes and cooks ingredients for making beer
WINDSMITH - services wind generators used for power

C.C.D.O.

OBJECTIVE:

- explain the Canadian Classification and Dictionary of Occupations (CCDO)

METHOD:

1. Ask the participants to guess how many occupations exist. Solicit guesses from the group.

2. Show the group Volume 1 of the CCDO. Provide the group with the following explanation of the CCDO.

   Back in 1971, a dictionary of occupations was developed called "The Canadian Classification and Dictionary of Occupations" also known as the CCDO. The CCDO classified all occupations into similar groups and assigned each specific occupation a seven digit number. In 1971, there were over 7000 occupations listed in the CCDO. Since 1971 some occupations have ceased to exist but many more have been added. It is safe to assume that right now there are somewhere between 10,000 - 15,000 occupations in existence. Currently, there is a new system of classification being developed called N.O.C. (National Occupation Classification) to replace the CCDO therefore the CCDO has not been updated recently.

   If you recall the Holland Code book and the Career Decision Making System, all of the occupations listed had numbers assigned to them. The Holland Code book had seven digit numbers and the Career Decision Making System had four digit numbers. Those are referred to as CCDO numbers and they actually mean something.

3. Refer to flipchart #14. Explain the CCDO numbering system using the example on the flipchart and the following explanation.

   The example on the flipchart says that the CCDO number for a reporter is 3351-174. All occupations that start with 33 are "Artistic, Literary , Performing Arts and Related Occupations". The first two numbers are the general occupational group. To get more specific, the first three numbers in this example, 335, are all "Occupations in Writing". Even more specific is the four digit number, 3351. These classify all "Writers and Editors". Finally, the seven digit number of 3351-174 is specifically "Reporter". This numbering system is important to know because it may provide you with more occupational options.

For example, if the Career Decision Making System provided you with the four digit number 3351 and the occupation title of Reporter, you can look up all occupations that start with 3351 and see all the other occupations that are classified as Writers and Editors. The same directions apply to the seven digit numbers that were supplied in the Holland Code book. If you look up the first four digits in the CCDO book, it will give you other related occupations that you may want to consider. This Volume 1 of the CCDO lists the occupations in numerical order based upon CCDO numbers.

These CCDO numbers are very important to have when you are accessing information in the career library. So, what do you do if you don't have a CCDO number? This CCDO Guide (show the group the Guide) lists all the occupations alphabetically and gives you the corresponding seven digit CCDO number.

To quickly review the functions of the CCDO, you will be using it to generate more occupations by looking up the four digit numbers in Volume 1 and all of the related occupations. Volume 1 will provide you with a short description of each occupation as well. The CCDO Guide is used for looking up CCDO numbers that are needed to access the library information.

4. Ask the group if they have any questions about the CCDO. Assure them that they will have a chance to use the books when they are in the library.

N.O.C. (NATIONAL OCCUPATIONAL CLASSIFICATION)

OBJECTIVE:

- to introduce participants to the N.O.C. system

METHOD:

1. Explain to the participants that NOC is a system of classifying occupations that has replaced the Canadian Classification and Dictionary of Occupations (CCDO).

2. If available, show the group the NOC Guides and Manuals.

3. Explain the system of classification as follows.

   NOC is a system of classifying occupations according to their general industries (types of work) and level of skill. NOC has been divided into 26 Major Groups. These Major Groups are then divided into 139 Minor Groups. Those Minor Groups are then broken down into 522 Unit Groups. There are 25,000 occupations classified in the NOC system.

4. On a flipchart write the four digit NOC nember for a Dental Technician (3223). Explain the number system as follows.

   In this example, the NOC number for a Dental Technician is 3223. The first 3 indicates that this occupation falls under the general industry of 'Health Occupations.' Therefore all the NOC numbers that begin with the number 3 are health occupations. The second number, 2, indicates the skill level required for the occupation. In this instance the number 2 means that it falls under Skill Level B (Technical, Paraprofessional and Skilled Occupations). These occupations usually require 2-4 years of post-secondary education depending on the occupation. The range is from 1 - 6, with one requiring at least four years of post-secondary down to six which requires high school or less. The last two numbers are to classify the occupations into their Minor Groups and Unit Groups. Therefore each specific occupation will have a four digit number.

5. If the occupational information you will be using for researching is classified according to NOC, explain how to use the NOC Guide to determine the number.

   The NOC Guide lists all the occupations alphabetically and then gives you the four digit NOC number. You will need that number to look up information in the career library.

You can use the NOC number to explore occupations that are similar to each other. For example, if you are interested in Health Occupations and are only willing to go to school for two years, look up all of the occupations that begin with 32 or 33. Or, if you are interested in Sales and Service Occupations that require high school, look up all NOC numbers that start with 64 or 65. Remember that the number 6 represents the general industry, in this case Sales and Service, and the 4 and 5 represent the skill level which, in this instance, is high school.

Use the NOC system to come up with more ideas for occupations as well as to explore the education levels required for occupations.

OCCUPATIONAL RESEARCH

OBJECTIVE:

- brainstorm types of information required about occupations
- introduce participants to the types of occupational research

METHOD:

1. Ask the following question to the group:

   "You have a long list of occupations that you are taking into consideration. What do you want to know about these occupations?"

2. Record their responses on a blank flipchart paper. Responses should include the following:

   - nature of the work/duties
   - educational requirements
   - employment outlook
   - salary
   - working conditions
   - available training

3. Affirm that they require a lot of information. Refer to flipchart #15 and review the sources of occupational information.

   There are three sources of occupational information - paper, people and participation. Paper research is where you should start. Paper research simply means reading about the occupations. You will have ample time this morning to get a good start on paper research. People research simply means talking to people that are knowledgeable about the occupation to get more accurate information. Finally, participation research means that you are actively involved in learning about the occupation. We will be discussing people and participation research in greater detail later.

PAPER RESEARCH

OBJECTIVE:

- introduce participants to paper research

METHOD:

1. Introduce this section as follows:

   Your goal this morning is to start doing some paper research. You will be spending most of the morning in the career library gathering information about occupations and developing Occupational Profiles.

2. Hand out an Occupational Profile to each participant. Inform them that this is very similar to their Personal Profiles, except that instead of recording information about themselves, they will be recording information about occupations.

3. Provide the participants with the following instructions:

   I will be taking you on a tour of the library. Start by doing some general exploration of the many occupations you have on your list. Also, use the resources to come up with more occupational options. As the morning progresses, select one occupation you would seriously consider. Using that occupation as an example, start filling in the Occupational Profile using information gathered from the library. Fill in as much as possible. Keep in mind that I am having you choose an occupation only as an example. It is highly recommended that at this point in time you do not make a final decision. The purpose of this exercise is to demonstrate proper research using one of your occupations as an example. You will eventually be doing the same steps with all of your options.

   There are a few cautions to keep in mind before you start doing paper research. First and most important, don't believe everything you read! Most of the information is very general and therefore does not apply in all situations. For example, you may read that the salary level for a social worker is between $18,000 and $24,000. That information may not be accurate depending on the source and the date the information was provided. You are encouraged to not exclude occupations based on the information you read unless you know that the information is accurate. The purpose of doing this type of research is to become better informed about the occupations. You won't get enough information to make a final decision. The library is also limited in the amount of information it has.
   There may be some occupations that have very little or no information available. There could be a couple of reasons for that. First, it may be an obscure occupation for which information is difficult to access. If it is a fairly common occupation and we don't have

anything on it, it usually means that the information has been misplaced. In either case, let me know where the gaps are so that we can try to get information to fill those gaps.

Now let's tour the library.

4. Tour the career library. Explain how the library is set up, where all the resources are and how to access the occupational information. Some important resources to point out are:

   - CCDO Volume 1
   - CCDO Guides
   - Holland Code books
   - Educational directories/calendars
   - Occupational files

5. Remind the participants that at some time during the morning, they should start filling in information on their Occupational Profile.

6. Inform the participants of the library rules regarding food and beverages, returning resources and lending procedures. Show them the photocopier and how to use it. Tell the participants to start researching and take their break whenever they feel like it.

7. Approximately 15 minutes before lunch time, tell the participants to wrap up their research and return to the workshop room.

8. When everybody is gathered in the workshop room, ask them for their feedback regarding the library time. For example, did they find the information valuable? Did they get a good start on their Occupational Profiles? What were some causes of frustration? Was anybody surprised at the amount of information that was available?

9. Remind the participants that this was only a start. Chances are that most (if not all) of them have just made a dent in their paper research. Inform the participants of the library hours and encourage them to return and use the facilities. Also let them know about other career libraries and the Career Information Hotline.

10. Break for lunch.

PEOPLE RESEARCH

OBJECTIVE:

- introduce participants to information interviewing
- prepare questions, contact lists and contact script

METHOD:

1. Display flipchart #16 and refer to workbook #8. Explain information interviewing to the participants.

   You have just had a taste of paper research and now it is time to move on to the next source of information - people. People research is called information interviewing. Information interviewing simply means that you talk to someone who works in your field of interest or someone who is very knowledgeable about the occupation you are researching.

   There are three main purposes to information interviewing.

   1) Get information - This is an opportunity to get information that is up to date and specific to your location. You will be able to gain some personal insight into the occupation that you can't read about.

   2) Check information - During the interview, you can check out the information you have gathered through your paper research. The person being interviewed can either confirm or correct the research you have already done.

   3) Make contacts - This provides an opportunity to make contacts within the field that may prove valuable when you are looking for work or need further assistance.

   It is important to note that information interviewing is different from job interviewing. First of all, there is considerably less pressure. You are not asking the people for a job. You are asking them to talk about the work they do - and most people are more than willing to talk about themselves and what they do. The other major difference from a job interview is that you have the control. During an information interview, you are the one asking the questions and getting the information.

2. Ask the participants to share any experiences they have had doing information interviews. Stress the value of the information they received.

3. Display flipchart #17. Review the steps to conducting an information interview.

   Now you know what an information interview is. The next question should be - how do I do one? It is really quite simple.

   First you must select an occupation to research and do the preliminary paper research to find out the basic information about the occupation. Next, you need to prepare your questions. Once you have created a list of questions, it is time to contact people and arrange interviews. It is strongly recommended that you prepare what you plan to say on the telephone. Once the interview has been arranged, you go and ask the questions. Remember to conduct yourself in a professional manner. You will be creating an impression that may be important down the road when you are looking for work. Immediately after the interview, send a thank you card. You may also want to call the person or write a note every once in a while to keep them informed of your progress - especially if this is a contact that can help you out later or they ask you to keep in touch.

   So let's go through these steps one by one. You have already selected an occupation to profile and began the paper research. Now you need to prepare some questions.

4. Refer to workbook #9 for sample questions. Review the questions. Ask the participants for suggestions for other questions.

5. Have the participants turn to workbook #10 and write down at least 5 questions they want to ask someone in an information interview about the occupation they started profiling in the morning.

6. Move on to the next step - prepare a contact list. Refer to flipchart #18. Review the sources of information interviews. Ask the group if they can think of any other sources of contacts.

7. Ask each participant which occupation they are researching. Solicit contacts from the group. For example, if Joe is researching Dentistry, you or somebody in the group may know a good contact for Joe.

8. Have the participants write down potential contacts on workbook #11. Provide telephone books.

9. Using the example from the workbook, have the participants prepare a script to contact potential sources of information. They can either fill in the blanks on the script or prepare their own.

10. Review the "What if..." section in the workbook. Tell the participants that if they are nervous about doing an information interview, they can practice on someone they know or start by researching a hobby (i.e., floral arranging). If time allows, have the participants practice their scripts with a partner in the group.

11. Encourage the participants to complete the last few steps on their own by setting up an interview, getting the information, sending the thank you note and keeping in touch. Reaffirm the value of information interviewing.

12. Tell the participants that after the information interview, they can fill in the blanks on their Occupation Profile and check off that the interview has been done.

PARTICIPATION RESEARCH

OBJECTIVE:

- inform participants about participation research

METHOD:

1. Refer to flipchart #19. Review the types of participation research.

   You have now experienced paper research which is reading. You've been exposed to people research which is talking and listening. The last type of research is participation. This involves observing and doing.

   There are different types of participation research. The first is "job shadowing". This means that you literally become somebody's shadow. You follow them around for a few hours or days and watch them work. This gives you the opportunity to actually see what a person in that occupation does. You may even get a chance to do some of the tasks. This may be a very good step to take after an information interview. If you find that you are genuinely interested in that occupation, ask your contact if you can participate in a job shadow.

   The next type of participation research is "the buddy system". It is also called "Student for a Day". Many post secondary institutions have this set up. If you are interested in attending a post secondary institution, call them and find out if they have such a service. If they do, they will pair you up with a student who is currently attending your program of interest. You would accompany that student through a day of classes to see what it is all about.

   The final type of participation research is doing volunteer work or a work experience. If you want to gain some practical experience in an occupation, this is an excellent option. This would involve contacting an organization and offering your services free of charge in order to gain experience. Some of you may have already taken advantage of this option in high school. You can also contact your local Volunteer Action Centre and ask if they can set you up in your area of interest.

2. Ask the participants to share their experiences doing participation research.

RESEARCH CONCLUSION

OBJECTIVE:

- review the types of research and stress their importance

METHOD:

1. Refer back to flipchart #15. Review the types of research.

   Now you know everything you need to know (and then some) about occupational research. You have had a chance to do some paper research in the career library. You have a good start on preparing for information interviews and you know about the types of participation research.

   The value of doing occupational research cannot be stressed enough. It is one of the most important parts of career planning yet one of the most neglected. If your research is done properly, it can alleviate much of the uncertainty you may experience making an occupational decision.

   You should try to do all three types of research. Or, at the very least, paper and people. It is also recommended that you do them in the order on the flipchart. Get your basic information from the library. Then, enhance that information by talking to people knowledgeable in that field. If the opportunity exists, take advantage of doing some participation research. Each level will provide you with more insight.

   It is recommended that you create an Occupational Profile for each occupation you are seriously researching. This will help to keep your information organized and provide you with all your information at a glance.

2. Ask the participants if they have any questions regarding occupational research.

CHANGING WITH THE TIMES *

OBJECTIVES:

- explore the changes in educational requirements and skill levels of a variety of occupations.

METHOD:

1. Introduce the exercise with the following information. Refer to flipchart #20.

   Many people who attend these workshops express an interest in learning about trends. They want to know what is happening in the world and how it affects them -particularly with regards to career choices.

   Before we start looking at trends, it is important that we all understand what a trend is. A trend is a general movement or course that occurs over many years. Picture a small snowball rolling down a hill with a slight decline. The ball rolls down the hill slowly. As it moves, it slowly gets bigger and bigger. That is similar to how trends work. A change starts to happen and as time goes on it causes many more changes to happen. Because it occurs over a long period of time, we are able to analyze what is happening and, as a result, adapt and change. An example of a trend is the popularity and interest in the environment. It may have started with something as simple as a musician recording a song about the rain forests but as time went on, environmental issues became a priority and everybody began jumping on the bandwagon.

   Sometimes trends get confused with fads. Fads are defined as a temporary style, amusement, fashion, etc. As opposed to trends, fads are very short lived. Some fads that you may be familiar with are bunjee jumping, sideburns, and Teen-age Mutant Ninja Turtles. How many of you remember the Cabbage Patch Kids and the excitement they raised?

   Later on we will be talking about how to use trend information in career planning. But first, let's take a look at how things have changed over time.

2. Divide the participants into groups of 5 - 6.

3. Assign each group an occupation that has encountered significant changes. For example:

- Auto Mechanic
- Farmer
- Secretary
- Draftsperson
- General Medical Practitioner
- Assembly Line Worker
- Accountant
- Entrepreneurs

4. Give each group a marker and sheet of flipchart paper. Refer to flipchart #21 for instructions. Have each group record their responses on the flipchart paper to the following questions.

- Identify changes that have occurred in the occupation over the last 10-20 years.
- What caused these changes?
- What changes do you predict for this occupation over the next 10-20 years?

5. When all groups are finished, have them present their results to the rest of the participants. Discuss each occupation after it is presented. Solicit further responses from the participants.

TRENDS

OBJECTIVE:

- examine some general trends

METHOD:

1. Have the participants complete the True/False questionnaire on workbook #12.

2. Provide the participants with the answers and generate discussions using the information provided below.

   1. *False - Life long learning means that people keep learning throughout their lives. Because the world is changing at such a rapid pace, new skills have to be continuously learned in order to keep up.*

   2. *True - This has become a major concern. We have changed from the "Yuppie's Me Generation" of the 1980's to the socially responsible 1990's. Think back to the concern over Ethiopia's strife and now Somalia. We are also starting to make progress to counter the depleting rain forests and ozone layer.*

   3. *True - World markets are opening up every day. Free trade agreements and the breakdown of communism are examples of this trend.*

   4. *False - High technology keeps happening at such a rapid rate that even the experts are having trouble keeping up.*

   5. *False - Because of constant changes in the labour market, people need to become more flexible and adaptable. Right now, people are changing occupations from 4-8 times in their careers.*

   6. *True - 8 out of 12 of the largest occupations in terms of employment growth require some form of post secondary training. In 1994, 73% of all jobs will require some form of post-secondary training.*

   7. *False - The highest employment growth is expected to be in the Services sector which includes food and beverage services, business services, health and social services, retail and other service sectors. Agriculture is expected to have one of the lowest employment growths.*

8. *True - People are already taking advantage of flex-time, job sharing and working at home.*

9. *False - The world has moved from the Industrial Age to the Information Age. We are producing information at a phenomenal rate. The industrial days are behind us.*

10. *True - This trend is called "Cocooning". For proof, look at the popularity of the video market, home shopping and alternative work arrangements.*

3. Hand out a copy of the comic book titled "The Future Beat". Explain to the participants that the comic book demonstrates the importance of keeping on top of the trends. Recommend that they take it home and read it.

USING TREND INFORMATION

OBJECTIVE:

- interpret trend information

METHOD:

1. Introduce this lesson by making the following points.

   Trend information is all around us. We are constantly hearing about future projections from the media. Now the question is — how can we use that information in career planning?

   Trends result in many changes in the world of work. Look at the impact of computers for evidence of this. When you are career planning, it is important to read the trend information and ask yourself — how does this affect the work place and occupations?

2. As a large group, go through the trends identified in the previous True/False exercise and determine the impact on occupations and industries.

   Use the first question as an example:

   Life long learning was the trend identified in question #1. It means that people are constantly developing their skills whether it is on-the-job, through hobbies or taking courses. Some of the occupations and industries impacted would be continuing education programs, how-to books, skill training courses, educational consultants and computer software.

3. Go through each trend and, as a large group, discuss the occupations and industries affected.

DECISION MAKING *

OBJECTIVE:

- introduce participants to the decision making process

METHOD:

1. Introduce the exercise with the following script:

   We've spent a lot of time together as a group and we have done a lot of hard work. As a result, we are going to spend some more time together by taking a two week vacation.

2. Ask the participants the following question and record their answers on a flipchart:

   - What do you want/need in a vacation?

   NOTE: Remember that this is brainstorming, therefore ANYTHING goes. Do not start screening out ideas at this point. In fact, the sillier the better!

3. After they have identified their wants and needs, ask the next question:

   - What are some of the places you want to consider?

   Record their responses on another flipchart paper.

4. Now ask the next question and once again record their answers.

   - How do we get information about these places?

5. The group is now at the stage of making a decision. Ask them for their ideas on the best way to decide the vacation destination. If the participants do not come up with a logical answer, then the facilitator can suggest the following method:

   "Assuming that all of the pertinent information has been gathered, we want to go back to our list of needs/wants and then take a look at the places we've chosen. At this point, we need to pick which one(s) will best suit our desires as a group."

   At this point, with the participants' input, start crossing off places that are not reasonable and explain why (i.e., Australia in 14 days is too difficult or Lethbridge is not exotic enough). By using this process of elimination, the list should be narrowed down to 1 - 3 options.

If you have only one option left, great! That is the choice. If you have 2 or more left, have the group take a vote by show of hands as to which they would choose. The place with the most votes wins.

4. Now that the group has made the decision, ask them what needs to be done next?

   The decision has been made to go to _____ but there is much to be done first such as make reservations, get passports, decide what to bring, etc. This can be considered a plan of action.

5. Explain to the participants that what they have just done is make a decision using a well thought out process. Refer to flipchart #22 and workbook #13. Review the processes.

Step One:	*Consider needs/wants.*
Step Two:	*Brainstorm options.*
Step Three:	*Gather information (research).*
Step Four:	*Decide using information from Steps 1 - 3. Evaluate the options.*
Step Five:	*Make an action plan.*

6. Take the decision making process a step further and compare it to deciding on an occupation.

Step One:	*Consider your skills, interests and values.*
Step Two:	*Brainstorm possible occupations.*
Step Three:	*Research occupations.*
Step Four:	*Make an occupational decision by trying to find which one(s) match best with your interests, skills and values.*
Step Five:	*Plan how you will get to that point. Set up a specific plan of action including goals that will help you reach your occupational goal.*

7. Facilitate the following discussion questions:

   - Why is this a good process to use for deciding on an occupational goal? (makes it purposeful and thought out; easy to follow)
   - What are some of the drawbacks of this process? (skills, interests and values change; occupations change; too rigid)
   - How would you prefer to make an occupational decision?

8. Facilitate the following discussion:

Although this process may look quite simple, it can be very frustrating for some people. It is very difficult to pick one occupation and be satisfied with it for the rest of your life. In this day and age, it is vital that you remain flexible because of the dynamics of individuals as well as the world of work.

There are different ways to make decisions and you may not always have to go through this type of process for everyday decisions. There are times, however, like when making career decisions, that some process helps to organize our thoughts and rationalize our decisions.

That is how your Personal Profile and Occupational Profiles come into play. By comparing your Occupation Profiles with your Personal Profile, you will be able to see which occupations best meet your needs and wants. You can weigh out the pros and cons of each occupation based on the information you have.

GOAL SETTING

OBJECTIVE:

- introduce goal setting criteria
- practice goal setting and barrier identification
- identify ways of overcoming barriers.

METHOD:

1. Refer to flipchart #23 and workbook #14. Review the SMARTS criteria for goal-setting.

   Setting goals is a very big part of career planning. Goals give us a purpose and something to work towards. They provide us with motivation by encouraging us to achieve. We've all set goals at one time or another. It is one thing to set goals but it is another thing to achieve them. How can we increase our chances of success?

   If you can set a goal that meets the SMARTS criteria, your chances of success are great. Let's review SMARTS.

   First the goal has to be Specific. It has to be solid and workable. For example — I want to lose weight. Next, the goal has to be Measurable. There has to be some way of knowing that I've achieved it. For example — I want to lose 10 pounds. The next step is to ask whether or not it is Achievable. Do I have the potential to lose 10 pounds? Then you ask yourself, — is it Realistic? With my life the way it is, can I achieve it? For example — if I am working in a bakery and I love pastries, is it realistic that I can lose the ten pounds? Time-targeted means that I have committed to a time of starting and completing. For example — I want to lose ten pounds in two months. Finally, you need to know that it is Supported. Will others help me or will they hold me back. If I want to lose ten pounds, I will want to make sure that my family will help me and not bring me baking to eat.

   A SMARTS goal meets all the criteria. For example — Today I will start to lose ten pound within the next two months. Notice that serious goals start with "I Will" as opposed to "I Might" or "I Should".

2. Continue the discussion by introducing the topic of "barriers".

   You may be asking yourself - Is it as easy as that? I just have to set a goal that meets SMARTS criteria and it will happen? Not necessarily! Setting a goal is a great start. The next thing you need to do is think about all the things that might get in your way of achieving that goal. These are called barriers. It can be very easy to give up on a task or a goal when barriers present themselves. It can be easier to let go of the dream than to break down the

barriers. The next step after identifying the barriers is to determine how to overcome them.

Let's take a break from this lecture and give you a chance to practice goal setting and identifying barriers.

3. Give the participants 5 minutes to identify a simple goal and one barrier that prevents them from achieving that goal. The goals need not be related to career planning. For example:
   - GOAL: I will take a 2 week vacation by the end of the year.
   - BARRIER: I have very limited money.

   - GOAL: I will learn how to use a computer by the time school starts.
   - BARRIER: I don't have a computer.

   Have them write their goal and barrier on a blank piece of paper.

4. When everybody is done, have the participants put their paper on a book (or some other portable hard surface), stand up and grab a partner. Tell them that when you say "GO" one participant will read his/her goal and barrier to his/her partner. That partner will then brainstorm possible solutions to the barrier. The person with the goal must write down everything his/her partner suggests as a solution. Allow no more than two minutes.

5. At the two minute mark, tell the group to "SWITCH" and then the other partner identifies his/her goal and barrier. Repeat Step 3.

6. When the two minutes are up again, have the participants find another partner. Repeat the process. It is ideal if the participants can partner up at least three times.

7. Have the participants return to their desks/tables. Facilitate the following discussion:

   - Would anybody like to share their goal, barrier and some of their creative solutions?
   - Did anybody not get any solutions? (If this is the case, have the participant read his/her goal and barrier aloud and have the group brainstorm solutions.)

8. Conclude the exercise by making the following points.

   Hopefully you got some creative solutions for overcoming your barriers. That simple exercise can be used in all your goal setting activities. Once you have set a goal, sit down and brainstorm all of the possible barriers that might get in your way of success. After you've made your list of barriers, plan out strategies for overcoming the barriers. If you can't come up with any feasible ideas, ask someone else. An objective person may come up with the perfect solution. If some barrier is getting in your way of achieving a goal, try everything in your power to come up with ways of breaking down the barrier as opposed to giving up. Some of the strangest solutions can work out the best.

ACTION PLANNING

OBJECTIVE

- demonstrate creating an action plan
- create an action plan

METHOD:

1. Tell the participants what an action plan is. Refer to flipchart #24 for an example.

   An action plan is a step-by-step strategy that directs you towards a goal. Here is a very simple example. My goal is to get home after this workshop. My step-by-step plan of action once the workshop is complete is to:

   1) Gather my materials.
   2) Put on my coat.
   3) Get out the correct change for the bus.
   4) Go to the bus stop.
   5) Get on the bus.
   6) Get off the bus at the correct stop.
   7) Walk home.

   Now I have a plan of action. As I do each step, I can check it off and move on to the next step.

   Action planning is a great technique to do with all of your goals. Especially the ones that seem so far off. If you can break each goal down into workable steps, you can actually see yourself getting closer and closer to your ultimate goal. For some larger goals, there may be many tasks you have to accomplish. In those cases, you need to break down each one.

2. Refer to flipchart #25 and workbook #15 for a more complex goal and review the tasks and action plan.

   If my ultimate goal is to enter upgrading for the next semester, I can identify at least three major tasks that need to be accomplished before I can reach my goal. My tasks are to get accepted into an upgrading program, get money to go to school and brush up on my study skills. Each of those tasks can be broken down into workable steps. Let's look at these steps by going backwards.

Before I can get accepted into upgrading, I need to apply to the school. Before I can apply to the school I need to decide which one I want to attend. In order to make that decision, I will need to research the schools. And, before I can research the schools, I have to find out which schools offer upgrading.

When you are creating an action plan, it is advisable that you work backwards as we did in the example. When you think backwards, you will usually get in all the steps because you are constantly asking yourself "What do I need to do before this?" If you think forwards, you may miss out some crucial steps. The same process is used for each task.

Now it is your turn!

3. Have the participants choose a simple goal — something they can accomplish within the next 1 - 6 months. It is advisable that the goal be related to their career planning. For example:

   - I will complete 6 Occupation Profiles within the next 2 months.
   - I will take an "Introduction to Computers" course within the next six months.

   Using workbook #16, have them create an action plan that will lead them towards their goals.

CONTRACT

OBJECTIVE:

- identify a short term goal

METHOD:

1. Hand out a blank piece of paper to each participant.

2. Have each participant identify a goal related to their career planning that can be accomplished within the next 2 - 3 weeks. Have them write their goals on the paper and sign them.

3. Have the participants exchange their goal sheets with someone else in the room. When they have received someone else's goal, they are to read it and ensure that it meets the SMARTS criteria and starts with "I Will". If it does not, the goal setter will have to make some changes. If it satisfies the criteria, the participant also signs the goal sheet as a witness.

4. Hand out business size envelopes with the agency's return address on the front. Have the participants fold their goal sheet, put it in the envelope, seal the envelope and self address it.

5. Collect the envelopes and inform the participants that you will be mailing them their letters in two weeks. When they receive their letter it will either confirm that they have achieved their goals or it will remind them with the hopes that they will try to achieve it.

6. Mail the letters two weeks after the workshop ends.

CONCLUSION

OBJECTIVE:

- review the workshop
- solicit evaluations

METHOD:

1. Refer back to flipchart #1. Review the contents of the workshop.

   The past two days have given you the opportunity to get a start on your career planning. Note that I said "start". You still have a lot of work to do if you are really serious about making some decisions about your future. You have gathered information about your interests, skills, personality and values to come up with your Personal Profile. That profile is a picture of you at this point in time. Remember that it is constantly changing therefore your needs and wants will also change. That means that you will be going through this process many more times throughout your life. If you can keep aware of your changing values, interests and skills those decision points should not be traumatic.

   You have also started doing some research to create Occupational Profiles. You have a fairly good start on one and chances are that you have much more to do with regards to occupational research. Don't limit yourself to the library. Try out information interviewing and some of the participation research we discussed.

   Finally, we spent some time doing decision making, goal setting and action planning. These skills don't only apply to choosing occupations. Decision making, goal setting and action planning skills should become a part of your everyday life. It will give you some motivation and purpose.

2. Ask the participants if they have any questions/comments about the workshop. Remind them of the agency's services and encourage them to continue their research.

3. Thank the group for their participation. Have the participants complete the workshop evaluation form.

CAREER PLANNING WORKSHOP
EVALUATION FORM

WORKSHOP DATES:

INSTRUCTOR'S NAME:

I LEARNED ...

I REALLY LIKED ...

I DIDN'T LIKE ...

I WAS SURPRISED ...

All exercises that have been marked with an astericks (*) have been adapted from "Heart Beats".

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CAREER PLANNING
for young adults

FLIPCHARTS
OR
TRANSPARENCIES

WELCOME TO THE

CAREER PLANNING WORKSHOP

Group Introductions

1. FIRST NAME

2. BEST/WORST JOB

3. SOMETHING IN COMMON

4. TWO SPECIFIC EXPECTATIONS

PARTICIPATION

PATIENCE

TIME CONSCIOUS

HONESTY

RESPECT

FUN

YOU

Roles
Skills
Values
Personality
Interests

OCCUPATIONS

Trends
Paper Research
People Research
Participation Research

PERSONAL PROFILE

OCCUPATION PROFILE

CAREER PLANNING SKILLS

Using the profiles
Decision Making
Goal Setting
Identifying Barriers
Action Planning

Job, Occupation, Career

JOB	A position with specific duties and responsibilities in an organization (example: goalie for the Edmonton Oilers)
OCCUPATION	A group of similar Jobs (example: Professional Athlete)
CAREER	The sum total of your work related experiences (including both paid and unpaid labour) and all your other life experiences (e.g., leisure activities, relationships, etc.)

EXPLORING SELF

SKILLS

VALUES

PERSONALITY

INTERESTS

SKILLS

TECHNICAL

PERSONAL

TRANSFERABLE

Transferable Skills

WANT TO DO	DON'T WANT TO DO	WANT TO LEARN

Do I have this skill?

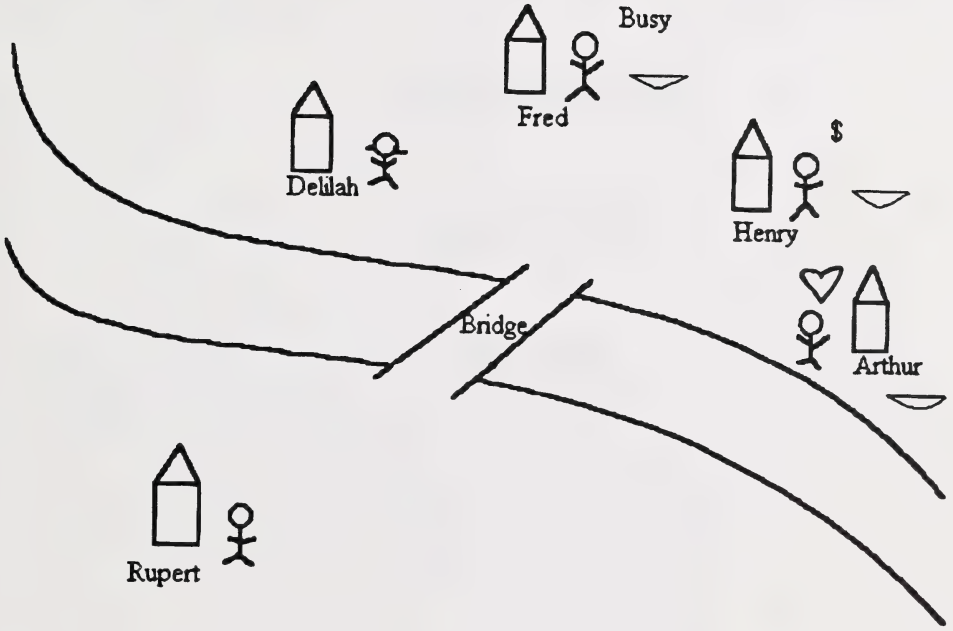
↙ ↘

YES NO

Do I want to use it?

Do I want to learn it?

Rupert & Delilah



VALUES

LIFESTYLE

LEISURE

WORK

Values Card Sort

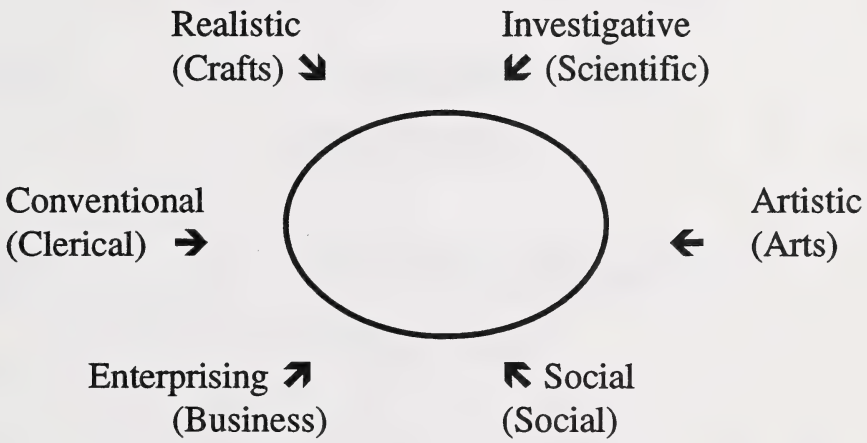
ALWAYS VALUE	SOMETIMES VALUE	NEVER VALUE

Is this important to me in work?

↙ ↘

YES NO

Do I value it all the time or only
under certain circumstances?


Realistic
(Crafts)
Investigative
(Scientific)
Conventional
(Clerical)
Artistic
(Arts)
Enterprising
(Business)
Social
(Social)

CCDO Numbers

3351-174	REPORTER
3351	WRITERS AND EDITORS
335	OCCUPATIONS IN WRITING
31	ARTITSTIC, LITERARY AND PERFORMING ARTS OCCUPATIONS

SOURCES OF INFORMATION

PAPER

PEOPLE

PARTICIPATION

INFORMATION INTERVIEWS
WHY?

GET INFORMATION

CHECK INFORMATION

MAKE CONTACTS

INFORMATION INTERVIEWS
HOW?

Select an occupation to research

Do preliminary research

Prepare questions

Prepare contact list

Contact people - arrange interviews

Go to interview - ask questions

Send a thank you note

Keep in touch if appropriate

INFORMATION INTERVIEWS
WHO?

FRIENDS AND FAMILY

PROFESSIONAL ORGANIZATIONS

YELLOW PAGES

EDUCATIONAL INSTITUTIONS (SCHOOLS)

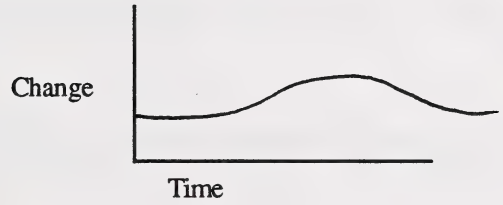
PARTICIPATION RESEARCH

JOB SHADOW

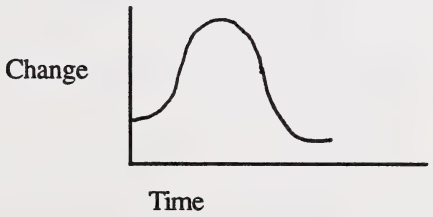
BUDDY SYSTEM

VOLUNTEER

TREND: general movement or course that occurs over many years



FAD: a temporary style, amusement, fashion, etc.



CHANGING WITH THE TIMES

- Identify the changes that have occurred in the occupation over the last 10 - 20 years.
- What caused these changes?
- What changes do you predict for the next 10 - 20 years?

DECISION MAKING PROCESS

1) DEFINE THE DECISION: (What are my needs/wants?)

2) IDENTIFY THE OPTIONS: (What might satisfy those needs/wants?)

3) GATHER INFORMATION: (Research the options.)

4) EVALUATE THE ALTERNATIVES AND PUT THEM IN ORDER FROM BEST TO WORSE: (Which one(s) best suit my needs/ wants?)

5) MAKE A DECISION AND MAKE A PLAN OF ACTION: (How am I going to get there?)

GOAL SETTING

Specific

Measurable

Achievable

Realistic

Time-targeted

Supported

Action Plan

GOAL: Get home after the workshop.

PLAN:

1) Gather my materials.
2) Put on my coat.
3) Get out the correct change for the bus.
4) Go to the bus stop.
5) Get on the bus.
6) Get off the bus at the right stop.
7) Walk home.

Action Plan

Task: Get Accepted

Find out options

Research Schools

Choose School

Apply

Get Accepted

Task: Get Funding

Research funding

Apply for funding

Get funding

GOAL: Enter upgrading
For next semester

take course

apply for course

choose a course

research "study skills" courses

Task: Learn study skills

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